

The background of the cover features a complex, abstract graphic composed of thick, wavy, and straight lines in various colors including teal, orange, yellow, green, and purple. Some of these lines end in arrowheads, pointing in different directions, creating a sense of movement and interconnectedness.

# Education in Latin America and the Caribbean at a crossroads

Regional monitoring report SDG4 - Education 2030

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Education is UNESCO's top priority because it is a basic human right and the foundation for peace and sustainable development. UNESCO is the United Nations' specialized agency for education, providing global and regional leadership to drive progress, strengthening the resilience and capacity of national systems to serve all learners. UNESCO also leads efforts to respond to contemporary global challenges through transformative learning, with special focus on gender equality and Africa across all actions.



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## SHORT SUMMARY

# Challenges for transforming education in Latin America and the Caribbean

Seven years after the adoption of the 2030 Agenda, this publication takes stock of the implementation of SDG4-E2030 in Latin America and the Caribbean. The report identifies challenges that can guide educational policies for the next decade.

In recent years there was a slowdown, and in some cases stagnation, in the progress of many of the educational achievements observed in the 2000-2015 period. In other indicators, there are improvements and encouraging achievements, some common to the region and others specific to some countries. Despite this, the overall balance allows us to recognize the effect of a period marked by economic difficulties, political discontinuity and the devastating impact of the COVID-19 pandemic.

The evidence presented in this publication reinforces the urgent need to accelerate progress for the educational goals set in 2015 with more investment, social participation, dialogue and state capacities to enable improvement and the systemic transformation of education.



unesco

*"Since wars begin in the minds of men and women  
it is in the minds of men and women that the defences  
of peace must be constructed"*





# Education in Latin America and the Caribbean at a crossroads

Regional monitoring report SDG4 - Education 2030

# Prologue

Education in Latin America and the Caribbean currently faces a complex scenario. The pandemic has unleashed the largest educational crisis in the region in a hundred years. Nearly 170 million children and adolescents were affected by a massive suspension of in-person instruction, which became one of the longest school closures in the world. The crisis is not over yet, and there are already profound impacts on learning, educational exclusion, and the socio-emotional well-being of students and teachers.

The very difficult present that the region and the world are going through puts at risk the fulfillment of the commitments that the countries, gathered at the United Nations General Assembly, adopted in September 2015, when they approved the 2030 Agenda for Sustainable Development. The importance of an inclusive, equitable and quality vision for education was defined through Sustainable Development Goal 4.

In Latin America and the Caribbean, UNESCO, together with UNICEF and ECLAC, have monitored the progress of countries in meeting the goals of the SDG4-Education 2030 agenda. This report, the result of the efforts of the three institutions, provides an assessment of its implementation in the region, analyzing achievements and identifying challenges. It also responds to the mandate that emerged from the first two regional meetings of ministers of education of Latin America and the Caribbean, within the framework of this agenda, which called for the establishment of a regional

monitoring mechanism, and was recently ratified in the 2022 Declaration of Buenos Aires that emerged from the third meeting.

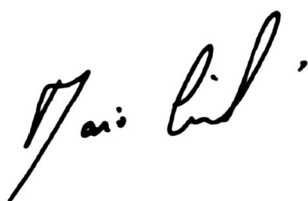
This publication reflects, with great concern, the profound educational crisis that has been manifesting itself in Latin America and the Caribbean in recent years. The report warns that many of the educational achievements made by our countries, whose progress was remarkable in the early years of this century, have suffered a slowdown, or even stagnation since 2015. Compliance with the 2030 goals was not assured even before the COVID-19 pandemic, and much less so today.

Our education systems face old and new tensions in their goal of guaranteeing the right to lifelong learning for all. The next few years will be decisive for the fulfillment of the targets that have been set. The search for solutions to the crossroads of education will require urgent action and political will. The targets will not be achieved if we fail to change the direction of policies and the allocation of resources for education.

In this context, we believe that the SDG4-E2030 Regional Monitoring Report is an extremely rich resource that makes it possible to identify and measure education trends prior to the crisis, understand how countries faced the challenges imposed by the pandemic, and evaluate the conditions with which to address the urgent needs of the coming years, to promote the achievement of the goals set for 2030.



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